



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

sense of responsibility than the great majority of German editors of songs. The volume they have given us is not merely a most attractive and serviceable one, but, in my opinion, the best for its purpose which exists anywhere. It will prove useful in many ways (even as a reader in the class-room), and I cordially echo, in closing, the expressed wish of the editors that it may help toward the much-desired goal of the development of a body of worthy songs in American colleges. There is nothing so transcendently final in the German student-songs as to make it impossible to equal or surpass them on American soil.

JAMES TAFT HATFIELD.

Methodik des neusprachlichen Unterrichts, von Dr. Oskar Thiergen, Professor am Königlichen Kadettenkorps zu Dresden. Mit 5 Abbildungen im Texte. Verlag von B. G. Teubner. 1903.

After the extreme statements made by the conservatives and reformers, it is refreshing to read a book which deals so sanely with the matter of language instruction, and yet betrays the spirit of true progress on every page.

Although the program which it outlines for the teachers of Saxony cannot be put into practice in America for the present at least, it contains hardly a paragraph which our teachers might not read with profit. This is true also of the more general questions of discipline, home study, and the aims of language instruction in classical, scientific and technical courses.

An unbiased discussion of the merits of the grammar, natural, and reform method precede the discussion of T.'s method, which appropriates the best and soundest features of its predecessors. In accordance with the most advanced thought on this question,¹ T. makes the living language the basis of class work although he explicitly states that the student cannot be expected to attain abso-

¹ Cf. Henry Sweet : *The Practical Study of Languages*. New York: Henry Holt & Co. 1900. T. Dawes : *Bilingual Teaching in Belgian Schools*. Cambridge. 1902.

lute fluency in the foreign tongue. The instruction, however, is planned in such a manner that linguistic and cultural training are not neglected.

It is but natural, that in accordance with such aims, special attention should be devoted to pronunciation. T. properly demands that the teacher should have some training in Phonetics, and advises that the student be informed in regard to the rudiments of this subject sufficiently to enable him to understand important divergences in articulation. For phonetic transcriptions he substitutes simple diacritical marks, and thus avoids the confusion which invariably arises when the student is forced to learn two alphabets. Special stress is laid upon singing as a means of acquiring a good pronunciation.¹

The importance of sentence stress and interpretive reading has been recognized quite generally, yet the accepted theory has not been applied. T. points out this fact and suggests chorus reading as a means of attaining the desired end. While the disadvantages of this method are admitted [p. 42], it should be remembered that the teacher who employs this method will often find himself quoting Goethe :

‘Die ich rief, die Geister,
Werd’ ich nun nicht los.’

T. warns especially against haphazard conversational work, and insists that each exercise of this kind have a distinct grammatical basis, and that any series of such exercises should yield the student systematic training.

A careful reading of H. Paul : “Die Aufgaben der wissenschaftlichen Lexicographie,”² would have resulted in a more comprehensive treatment of the question of word study. In this connection the author might also have profited greatly by considering a number of the excellent suggestions made by R. Hildebrand.³ T. limits himself to a presentation of derivatives. This is done with much

¹ ‘Tongers’ *Taschen-Album*, 1, (Köln—Mark 1) contains 100 German songs, admirably adapted to the needs of the class-room.

² *Sitzungsberichte der philosophisch-philologischen Classe der kon. bair. Akademie der W. zu München*, 1894.

³ R. Hildebrand. “Vom deutschen Sprachunterricht u. s. w.” 7te Auflage. Leipzig : Julius Klinkhardt. 1901.

greater pedagogical tact than is generally shown by authors of text books. Word groups are presented which can be studied without the introduction of technical difficulties. Obscure cognates can only be studied profitably after abundant preliminary work of this kind.

In regard to the memorizing of poems T. differs radically with the conclusions reached by the Committee of Twelve, and suggests that this work should not be limited to the lower grades, but that more and more of the artistic element enter into the reciting of memorized poems, as the student advances.

Strictly inductive instruction in grammar is condemned as unscientific and fragmentary, a conclusion which is hardly open to discussion any longer.

The care with which reading matter is selected, deserves attention. Our extreme individualism, aided by the zeal of the publishers, has lead to a deplorable condition in this respect. T. carefully considers the difficulty of the text, its literary merit and its importance in the development of the literature of which it is a part. Contrary to the demand that foreign texts should be analogous to the native literature of the student,¹ T. properly insists that every text should reveal the foreign life and thought.

The original composition is recommended as one of the best means of training, but the teacher is warned against having this work undertaken by students who have not had abundant practice in idiomatic German and could only construct a patchwork of awkward translations.

The report of Dr. Cossack on the merits of T.'s school book hardly deserves a place in this volume, since it repeats largely what has already been said and is, in the very nature of the case, somewhat biased.

Some details call for brief attention. [p. 38, B 2] Eng. *g*, *j*, and *ch* are hardly to be defined as 'reibelaute.' [p. 35] Insufficient attention is given to the real function of the velum in defining French nasals. [p. 37] Eng. *th* is defined, 'ein durch die Zunge gebrochener oder gehemmter *s* Laut.' [p. 172] Cossack correctly objects to T.'s statement that this sound is interdental, but does not object to the comparison of *s* and *th*. Both men give the common

¹ John F. Coar: Study of Modern Languages and Literatures, *Educational Review*, vol. 25, p. 39.

German mispronunciation of *th*, by giving it the coronal articulation of *s*, instead of lowering the tip of the tongue slightly.

[p. 39] Reduced or so-called silent Eng. *r* is defined as similar to Ger. *ö*. The introduction of this *r* into the class-room is somewhat doubtful. The *r* in question is glottal, defined by Sievers, [*Phonetik* 309] and observed by him only in the London dialect. It is not confined to this region but is quite common in the New England states.

PAUL H. GRUMMANN.

UNIVERSITY OF NEBRASKA.

Björnsterne Björnson's *Synnöve Solbakken*, edited with introduction, notes and vocabulary, by George T. Flom, Ph. D. John Anderson Publishing Company, Chicago, Ill. Pp. xxxii, 206.

When we note the rather singular circumstance that this book is the first annotated edition of a Norwegian author published for school use in this country we scarcely need to add, that it meets an actual want that is very keenly felt. During the last decade or two the Scandinavian languages and literatures have not only attracted general attention, but have won the deep and genuine interest of a large portion of the American public. Both in literary circles and in higher institutions of learning the study of this hitherto new field is rapidly growing both in extent and thoroughness, stimulated by the recognition of the great importance of these languages in philological research, the real greatness of the Scandinavian poets, and their influence on all contemporary European literature. But the lack of the necessary helps has hitherto placed hindrances in the student's path. Though suitable grammars have appeared, annotated texts have been wanting, and the work in these languages has been very much handicapped. Dr. Flom has, therefore, done all students of Scandinavian a valuable service through his edition of Björnson's great masterpiece. The selection of *Synnöve Solbakken* for a first edition of this kind must be considered a most happy one. Whatever may come and go in literature, this story will always remain the great prose idyl of Norwegian peasant life marking the beginning of a new epoch in Norwegian literature.